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ABSTRACT

The Indian Education Programs supplement state, local, and tribal education efforts to improve the quality of Indian education and assure parental and community participation. Each year, the Office of Indian Education, assisted by the six regional Indian Education Technical Assistance Centers, selects effective projects to be showcased at the National Indian Education Association conference. Profiles of the seven 1993 showcase projects provide a brief description and highlight effective features, why and how the program works, proof of effectiveness, and unique features. The winners are: (1) cultural software development project (Madison County School District, Huntsville, Alabama); (2) Project GAIN providing culturally appropriate academic tutoring and counseling services (Detroit Lakes Independent Public School District #22, Minnesota); (3) program providing intensive advisement for high-risk students and career workshops for secondary students, resulting in a dramatically lower Indian dropout rate (Tacoma Public School District #10, Washington); (4) "Indians of Northwest California" culture curriculum (Klamath-Trinity Unified School District, Hoopa, California); (5) program providing tutoring, counseling, and an Indian studies cultural program designed for the multiple tribes represented in the student population (Putnam City Public Schools, Oklahoma City); (6) program promoting Tlingit language and culture and positive student self-concept (Sitka School District, Alaska); and (7) Project Smoke Signal, in which after-school centers and a summer program teach Choctaw language and culture and provide tutoring (Native American Indian Association, Nashville, Tennessee). (SV)

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ED 364 400



EFFECTIVE SHOWCASE PROJECTS OFFICE OF INDIAN EDUCATION

U.S. DEPARTMENT OF EDUCATION OFFICE OF ELEMENTARY AND SECONDARY EDUCATION



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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

THE ASSISTANT SECRETARY

PREFACE

In 1987, the Office of Indian Education (OIE) launched an initiative to recognize effective Title V projects at the regional level and to showcase these projects at the annual National Indian Education Association (NIEA) conference. This initiative is consistent with Secretary of Education, Richard Riley's priorities to focus on efforts to encourage the development of educational methods and practices that improve effectiveness. OIE's intent is to ensure that these programs support, build on, and encourage practices that help foster more successful schools and programs at all levels.

Several Title V projects have been recommended to OIE by the regional Indian Education Technical Assistance Centers. For this year, seven projects were selected and approved by the programs staff at OIE for the 1993 Showcase Projects.

The Office of Elementary and Secondary Education wishes to recognize the contribution of the six Indian Education Technical Assistance Centers and the OIE Program Operations staff for their continued support for this initiative, and to express appreciation for their work with each of these six projects towards making the Showcase program a success. For more information on these projects, you may contact Elizabeth Whitehorn, Contracting Officer's Technical Representative, Office of Indian Education at 202-401-0352 or you may also contact one of the six Indian Education Technical Assistance Centers in your region.

Thomas W. Payzant

TABLE OF CONTENTS

PREFACE	Page
INTRODUCTION.....	1
Madison County School District.....	3
Detroit Lakes Independent Public Schools #22.....	5
Tacoma Public School District #10.....	7
Klamath-Trinity Unified School District.....	9
Putnam City Public Schools.....	11
Sitka School District.....	13
Project Smoke Signal.....	15

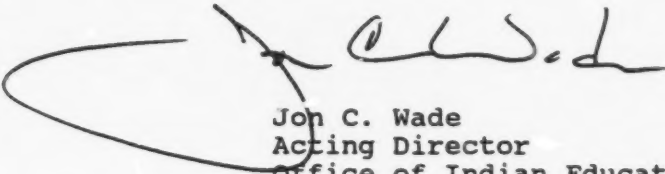
INTRODUCTION

The Indian Education Programs are authorized by the Indian Education Act of 1988, as amended, to supplement State, local, and tribal education efforts towards improving the quality of Indian education and to mandate parental community participation to assure proper Indian direction of all local Indian programs. The Act represents a principal Federal strategy for addressing the unique and special needs of Indian children and Indian adults. Annually, the Office of Indian Education (OIE) provides over 1,200 formula and 100 discretionary grants to public school districts, tribally-controlled schools, Bureau of Indian Affairs schools, Indian tribes, Indian organizations, tribal community colleges, and institutions of higher education as a part of this overall effort.

On behalf of the Office of Indian Education the grantees were invited to submit descriptions of their effective projects to their regional Indian Education Technical Assistance Centers for consideration as Showcase Projects. This year, six formula grant projects (one from each region) and one discretionary grant project (selected for all regions) were selected by the Office of Indian Education for Showcase awards. Selection of the seven Title V projects for the annual Showcase awards were based on the following criteria: The projects had to have (1) one or more of the ten National Education Goals for American Indians/Alaskan Natives addressed in the project, (2) measurable goals and objectives, (3) activities which were related to project goals and objectives, (4) staff commitment to project, (5) objective data for evaluation, (6) parent/community involvement throughout the school year, (7) the ability to quantitatively and qualitatively validate effectiveness, (8) efficient use of academic learning time, (9) closely monitored student progress, (10) regular feedback and reinforcement, (11) culturally-relevant curriculum, (12) excellence recognized and rewarded, (13) evaluation results used for project improvement, and (14) potential for replication.

Each year, the Office of Indian Education encourages Title V project grantees to seek exemplary status through the Showcase Program.

The following pages contain abstracts of the seven projects that were selected to participate in the Showcase of Effective Indian Education Projects at the 25th Annual Conference of the National Indian Education Association to be held in Mobile, Alabama on November 7-11, 1993.

A handwritten signature in black ink, appearing to read "J. C. Wade", is written over the typed name and title.

Jon C. Wade
Acting Director
Office of Indian Education

OIE EFFECTIVE SHOWCASE PROJECT
CENTER I

CULTURAL SOFTWARE DEVELOPMENT PROJECT

Madison County School District
P.O. Box 226
Huntsville, Alabama 35804
Ms. Melvina Phillips, Project Coordinator

PROJECT DESCRIPTION

The Madison County Title V Indian Education Project, located in Huntsville, Alabama, is a three year plan designed to meet the academic and cultural needs of 1,073 Indian students in grades K-12. The goal of this project is to assist students in developing an appreciation of their heritage through both the Cultural Heritage and Computer-based Cultural Instruction Components. The academic skills in reading, social studies, science, and computer science are reinforced in the two components. Although both components have been successful, the Computer-based Cultural Instruction Component is the focus of this Showcase Project. The staff includes a project coordinator, a cultural heritage resource teacher, a cultural heritage aide and a computer resource specialist.

WHAT WORKS MOST EFFECTIVELY

The uniquely designed software materials developed through this project have proved to be extremely effective. They have done so because they provide an innovative approach for Indian students to study Indian history and literature that is accurate and culturally unbiased. It is also sequentially ordered for the required skills of fourth, fifth and sixth grade students.

WHY IT WORKS

The computer software is successful because it includes a multi-media culturally-based software approach to learning. The students are able to hear the pronunciation and the definition of words at the touch of a key. But, perhaps more importantly, the students receive immediate feedback to their responses.

HOW IT WORKS

The initial focus of this project was to develop lessons which reinforced academic skills for fourth through sixth grade students working on Hypercard. Students are then scheduled to complete one, thirty minute, Interdisciplinary and Whole Language computer session on a weekly basis. As an additional strong point, the computer software has an internal data management plan by which the students are able to continually monitor their own records and progress.

HOW THE PROJECT PROVES ITS EFFECTIVENESS

Since the initiation of the project, there has been an 80% improvement on current evaluations by students when compared to past evaluation. Additionally, parents and teachers have responded to surveys in a manner which indicates that the level of success displayed by student performance has shown a marked improvement.

WHAT MAKES THE PROJECT UNIQUE

The project is unique to this area because there has never been an effective software program that totally addressed American Indians through Indian history, literature, science, and tribal government.

OIE EFFECTIVE SHOWCASE PROJECT
CENTER II

PROJECT G.A.I.N

GOALS FOR THE ATTAINMENT OF INDIAN NEEDS

Detroit Lakes Independent Public School District #22
702 Lake Avenue
Detroit Lakes, Minnesota 56501
Mr. James Kjelstrup, Project Director

PROJECT DESCRIPTION

The Detroit Lakes Public School Title V Indian Education Project, located in Detroit Lakes, MN, serves 285 Indian students in grades K-12. The majority of those eligible are Chippewas from the White Earth Indian Reservation. The goal of this project is to provide both academic tutoring and counseling services to the students identified by the needs assessment. Academic skills in reading, language arts and mathematics are reinforced in the tutoring component. The counseling services offered to the students help them make informed educational career choices. The staff includes a project coordinator, two instructional aides, two home-school coordinators and an instructional tutor.

WHAT WORKS MOST EFFECTIVELY

The school district has found that the most effective approaches to increasing the academic achievement levels of the Native American students is to provide culturally related tutoring assistance in a variety of academic areas and provide counseling services that will enable the students to make informed educational/career choices.

A Home-School Coordinator closely monitors the school attendance of the students, conducts home visits and works closely with the parents and the school in order to improve student attendance and reduce the Native American student drop out rate.

WHY IT WORKS

This project works because it meets a critical need of many of the Native American students and is fully supported by the Local Indian Education Committee (LIEC). This committee consists of five parents, two teachers and two students and is recognized by the local public school board, students, parents, administration and staff as an education entity which has a positive impact on

school policy and curriculum.

HOW IT WORKS

The project is developed from the summary of the needs assessment prior to the implementation of the project. The LIEC organizes a subcommittee to assist in all phases of the needs assessment process. Project orientation for the LIEC and Title V-C staff is conducted at the beginning of the school year. The project staff addresses student academic needs through an ongoing tutorial and counseling service for students. The staff works in close coordination with the District's educational programs. Title V-C staff conducts inservice meetings each trimester with the project director and reports the findings to the LIEC.

The LIEC is active in monitoring the project and provides supportive recommendations to better address the educational needs of students. This is accomplished by forming subcommittees to assist with and monitoring the annual LIEC elections.

HOW THE PROJECT PROVES ITS EFFECTIVENESS

The LIEC works closely with staff to insure that project objectives are met. The long term evidence of effectiveness will be based on the extent to which students receiving the services are successful in their career choices.

WHAT MAKES THE PROJECT UNIQUE

The project is unique because of the close collaboration between the Indian Community, with their knowledge of the area, the staff, with their expertise in a culturally based curriculum, the Local Indian Education Committee and subcommittees, with their sensitivity to the needs of students and community and the evaluators, with their research skill providing one another with valuable information, has allowed the project to improve every year.

OIE EFFECTIVE SHOWCASE PROJECT
CENTER III

TACOMA INDIAN EDUCATION PROGRAM

Tacoma Public School District #10
P.O. Box 1357
Tacoma, Washington 98401
Mr. James Egawa, Indian Education Coordinator

PROJECT DESCRIPTION

The Tacoma Public School Title V Indian Education Project, currently serves 742 Native American students, grades K-12. The overall goal is to reduce the dropout rate. To support this goal, the project has two objectives: (1) 40% of the at-risk students will receive intensive advisement; and (2) 30% of students in secondary schools will participate in at least one career workshop. The project staff consists of two full-time and three part-time specialists.

WHAT WORKS MOST EFFECTIVELY

The continuity of nearly 20 years of focusing on meeting the culturally-related special educational needs of Indian students has allowed the project to grow and respond to student needs as they have developed. Close collaboration of supportive services between administrators, staff and parents have played a key role in keeping the program accessible to a majority of the targeted population. The target approach includes routine monitoring of student performance, tutorial, and referral services.

WHY IT WORKS

A unique characteristic of this program is that students, families, and school staff play an active role in planning and achieving personalized goals which reinforce a sense of student efficacy. The student's success is recognized through the use of celebrated ceremonies that include district personnel as well as community and family members. This activity helps the community to gain a better sense of the unique needs of their Indian students.

HOW IT WORKS

Each year the program advisors of the project review attendance and performance records. The results of the findings are then used to identify the 50 students at greatest risk of encountering failure. Next, the students, parents and teachers meet and establish goals for improvement. Following the establishment of goals, assistance and referrals are provided to the students. This is in conjunction with close monitoring to assure that identified needs are being met. Finally, student successes are recognized and celebrated through district-sponsored community activities.

HOW THE PROJECT HAS PROVEN ITS EFFECTIVENESS

The outcome of the 1991-92 annual evaluation by the Northwest Regional Educational Laboratory indicates that 72 percent of the high risk students achieved their individual guidance goals. The Indian student dropout rate had declined to 3 percent, compared to 19 percent in 1988-89 for Indians. The most impressive result of this project is the dramatic decline in Indian student dropout rates over the past 15 years.

WHAT MAKES THE PROJECT UNIQUE

The project is unique because of the philosophy of promoting positive outcomes for students through active involvement, high expectations and a nurturing environment. The program is not viewed as a superficial add-on by regular school staff because of the high level of trust, respect and collaboration encouraged by program staff. Culture is viewed as a matter of community pride and honor, rather than an historical excuse for the short-comings of Indian and non-Indian people.

OIE EFFECTIVE SHOWCASE PROJECT
CENTER IV

"INDIANS OF NORTHWEST CALIFORNIA" CULTURE CURRICULUM

Klamath-Trinity Unified School District
P.O. Box 1308
Hoopa, California 95546
Ms. Sarah Supahan, Project Director

PROJECT DESCRIPTION

The Klamath-Trinity School District's Title V Indian Education Project is located on the Hoopa Valley and Yurok Reservations. It serves 780 Native American students in grades K-12. The goal of this project, in cooperation with the state funded Assembly Bill (AB) 1544 program, was to develop a local Indian culture curriculum which could be integrated into the district's curriculum or utilized independently. The staff is comprised of a coordinator, Center Technician and aides.

WHAT WORKS MOST EFFECTIVELY

The most effective component of this project was the collaboration of a diverse group of people (including a Native American film production company) to assist in the design and development of the materials.

WHY IT WORKS

The project is successful because it developed accurate and relevant material from a Native American's perspective into the curriculum units. These units integrate local Indian culture into the current curriculum standards. This project was greatly aided by the parent committee who was involved from the beginning of the development of the curriculum.

HOW IT WORKS

The initial phase of the project identified the traditional methods of teaching Indian children. The project coordinator then contacted local community resources and worked with district teachers. During the next four years the coordinator developed, validated, and field tested the materials. The twelve units and videos developed for this project can be integrated into the California State Framework. The information and

photographs included in the units allows the person utilizing the material to become more knowledgeable about the culture of Indians in northwest California, particularly the Hupa, Karuk, Yurok and Chimariko.

HOW THE PROJECT HAS PROVEN ITS EFFECTIVENESS

Ultimately the long term evidence of project effectiveness will be based on both students' successful completion of activities/projects and skill mastery based on teacher evaluations. The project has completed its pilot phase and the final evaluation will be completed in the summer of 1993. Data is being collected, compiled and analyzed from all the participants and teachers involved in the project. The preliminary reports from the teachers, however, have given the curriculum great initial reviews. They intend to implement the material into their lesson plans.

WHAT MAKES THE PROJECT UNIQUE

The project is unique because of the material developed and produced by the diverse staff working on the project. Also, because it is viewed by project teachers and students as being the best curriculum on the market.

OIE EFFECTIVE SHOWCASE PROJECT
CENTER V

PUTNAM CITY INDIAN EDUCATION TITLE V

Putnam City Public Schools
5700 NE 40th
Oklahoma City, Oklahoma 73122
Ms. Mona Gardner, Director

PROJECT DESCRIPTION

The Putnam City School District is an urban independent school district located in Oklahoma City, Oklahoma. The Title V Indian Education Project serves approximately 988 Indian students in grades K-12. Student background varies from urban culture to Indian boarding school, rural and reservation. The goals of this project not only provides academic tutoring and counseling services, but it also offers a Cultural Studies program designed for the multiple tribes represented by the students identified in the needs assessment. The project staff consists of the Director, the Project Secretary, the Tutor Coordinator, the Student Advisor and over 20 part-time tutors.

WHAT WORKS MOST EFFECTIVELY

The Title V Indian Education Project has developed a successful Indian Studies Cultural Program that has been included as a part of the curriculum in many of the district schools. Additionally, both tutoring and counseling services have proven to be effective in meeting the deficiencies identified in the needs assessment.

WHY IT WORKS

The design of the project, which contains three components, academic tutoring, counseling service and a specially designed Cultural Studies program meet the critical needs of many of the Native American students and is fully supported by the Local Education Association (LEA). The LEA members are instrumental in planning and developing educational and culturally related activities for the upcoming school year.

HOW IT WORKS

The initial phase of the project identifies the needs of the Indian students. The Indian staff then holds meetings with the

parents, students and school personnel to design and develop the material necessary to meet the needs of Indian students for the up coming school year. Using an evaluation instrument developed for each of the components, the project is monitored closely to assure the goals are being met. Finally, student progress and successes are recognized through an Open House held in the fall, Indian Parent Committee meetings scheduled once a month, the Indian Dance Troop and a monthly newsletter highlighting activities, schedules of events and meetings in advance.

HOW THE PROJECT HAS PROVEN ITS EFFECTIVENESS

The long term evidence of effectiveness will be based on the extent to which those students receiving services are successful in determining their career choices.

WHAT MAKES THE PROJECT UNIQUE

The program activities have attained, through the three components of the project, increased student participation and the acceptance of the curriculum into the district schools. One of the unique features of this project is the Indian Dance Troop. The students must maintain a certain grade to be able to perform at school functions, assemblies, community programs, nursing homes, government facilities and private enterprises. This has been a good motivator to maintain their grades and succeed in school.

OIE EFFECTIVE SHOWCASE PROJECT
CENTER VI

SITKA NATIVE EDUCATION PROGRAM

Sitka School District
P.O. Box 179
Sitka, Alaska 99835
Ms. Judith Mears, Program Director

PROJECT DESCRIPTION

The School District's Title V Indian Education Project, located in Sitka, Alaska currently serves 696 Native Americans in preschool through 12th grade. The goals of the Sitka Native Education Program (SNEP) are designed to promote Tlingit language and culture, improve academic performance and promote self-confidence and positive self-identity. In conjunction with the culture lessons, this year the parents requested that a naming ceremony be incorporated into the program. The staff consists of a program coordinator, tutors, three Tlingit instructors, a home/school coordinator and a cultural activities coordinator.

WHAT WORKS MOST EFFECTIVELY

Continuity of more than ten years of consistency in providing opportunities for Sitka students to learn the Tlingit language through specially designed lessons and oral practice has created a generation of confident Tlingit language users within the community. This benefits students by allowing them to use the language and cultural knowledge obtained through the project outside the classroom. This brings about a positive relationship between the Native community, schools and the non-Native community.

WHY IT WORKS

The project works because of the positive self-perpetuating cycle that ensures successful outcomes and because of the support of the project by staff, parents and the communities, both Native and non-Native.

HOW IT WORKS

The initial assessment determined that a highly qualified Native staff be employed to design and develop both curriculum and schedules to maximize the time spent with students. Another need

identified was the receiving a "Native" name and the traditional way to bestow this honor. A review panel that involved the students, parents, teachers, district administrators, and tribal and community leaders took place to communicate and promote the needs and objectives of the program. The objectives were implemented to allow students to participate in a traditional potlatch; to provide families with an opportunity to research the name and its meaning and be a part of the planning and program.

HOW THE PROJECT PROVES ITS EFFECTIVENESS

Since the initiation of the program over ten years ago the long term evidence of effectiveness and awareness of the project has been a greater appreciation for and acceptance of Tlingit culture by the non-Native students and community members.

WHAT MAKES THE PROJECT UNIQUE

The project is unique in that the parent committee made the decision of hosting a naming ceremony giving the responsibility for name selection to the parents. Since this is a "new" component to the project it has proven to be exciting and educational to both students and adults and allows the parents and students to be active and involved in the project.

OIE EFFECTIVE DISCRETIONARY SHOWCASE PROJECT
CENTER I

PROJECT SMOKE SIGNAL

Native American Indian Association (NAIA)
211 Union St., Suite 932, Stahlman Bldg.
Nashville, Tennessee 37201
Ms. Sue Braswell, Project Director

PROJECT DESCRIPTION

In the 1950's, during the Termination years, a group of Choctaws left the reservation in Mississippi and relocated in Lauderdale County, Tennessee. For the next forty years they experienced many language and cultural barriers that resulted in a 100% drop-out rate within the young people as a group. In 1989, through close coordination and collaboration of the Native American Indian Association (NAIA), Choctaw Community, Lauderdale County Board of Education and the Tennessee State Department of Education, a project was formed and agreed upon to identify and meet the needs of these students. The overall goal was to serve the Choctaw students grades K-12. The objectives focused on academic tutoring, homework sessions and an after-school center which would provide cultural education for students. Additionally, they operate an eight week summer program which concentrates on the components mentioned above. Services are provided to students to enable them to become successful and serve as role models for the rest of the community. This project is staffed by a Director, a full-time Administrative assistant and four bilingual Choctaw women.

WHAT WORKS MOST EFFECTIVELY

The after-school centers provide services for 43 Choctaw students enrolled in the county schools. Assistance in completing homework assignments and small group or individual academic tutoring from certified teachers have been effective in meeting project goals. Additionally, language and cultural instruction in traditional Choctaw activities, crafts and music coupled with supervised leisure time have provided a great boost in goal attainment. The summer program is an intensive combination of the endeavors listed above and has been extremely beneficial in providing positive reinforcement to school year activities.

WHY IT WORKS

The project works because of the strong, positive partnership between NAIA, the Choctaw Community, The Lauderdale Board of Education and the Tennessee State Department of Education. As a result of this cooperation, everyone has been included in all phases of the project from proposal development, application, project implementation, and evaluation. The project has been recognized as an important part of the community.

HOW IT WORKS

Utilizing culturally based literature and manipulative materials as a math approach, the students are successfully mastering academic skills. Conferences involving the staff, parents and students are held every six weeks to ensure the identified needs are being addressed. Additionally, home visits are made to ensure that communication between school and home are understood.

HOW THE PROJECT HAS PROVEN ITS EFFECTIVENESS

Since Smoke Signal Project began in 1991, there are four Choctaw women from the program now attending college and several of the Choctaw students are helping to run the after-school centers. The forty students enrolled in the project have had near perfect school attendance.

WHAT MAKES THE PROJECT UNIQUE

The unique quality of this project is the coming together of so many diverse groups to establish this program and see that it is carried out in such a manner that it will serve Choctaw students. A new exciting feature of this project is a Choctaw language pre-test being developed.